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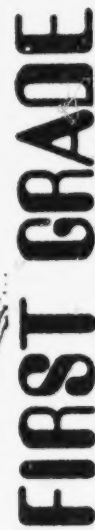
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ABSTRACT

GRADES OR AGES: Second grade. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This illustrated guide is divided into five "strands" or topics and a bibliography. The five strands are as follows: Physical Health; Sociological Health Problems (including smoking, drugs and alcohol); Mental Health; Environmental and Community Health; and Education for Survival (safety and first aid). With each strand, important concepts are stated and, to assist in presenting these concepts, discussion highlights, activities, and resources are given. OBJECTIVES AND ACTIVITIES: Suggested activities are outlined for each strand. They include such things as class trips, class demonstrations, story writing, art projects, and role playing. INSTRUCTIONAL MATERIALS: Instructional materials are listed for each strand and in the bibliography under the heading "Resources." STUDENT ASSESSMENT: No provisions indicated. OPTIONS: None given. (JA)

1. What is the purpose of the study?
 2. What are the research objectives?
 3. What is the research methodology?
 4. What are the results of the study?
 5. What are the conclusions of the study?
 6. What are the limitations of the study?
 7. What are the implications of the study?
 8. What are the future research directions?
 9. What are the contributions of the study?
 10. What are the key findings of the study?

SYOSET
PUBLIC
SCHOOLS

OPTIMAL HEALTH THROUGH LEARNING

Strand I PHYSICAL HEALTH Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand II SOCIOLOGICAL HEALTH PROBLEMS Smoking Drugs and Alcohol	Strand III MENTAL HEALTH Personality Devel- opment Sexuality Family Life Education	Strand IV ENVIRONMENTAL AND COMMUNITY HEALTH Environmental and Public Health World Health Consumer Health	Strand V EDUCATION FOR SURVIVAL Safety First-Aid and Survival Education
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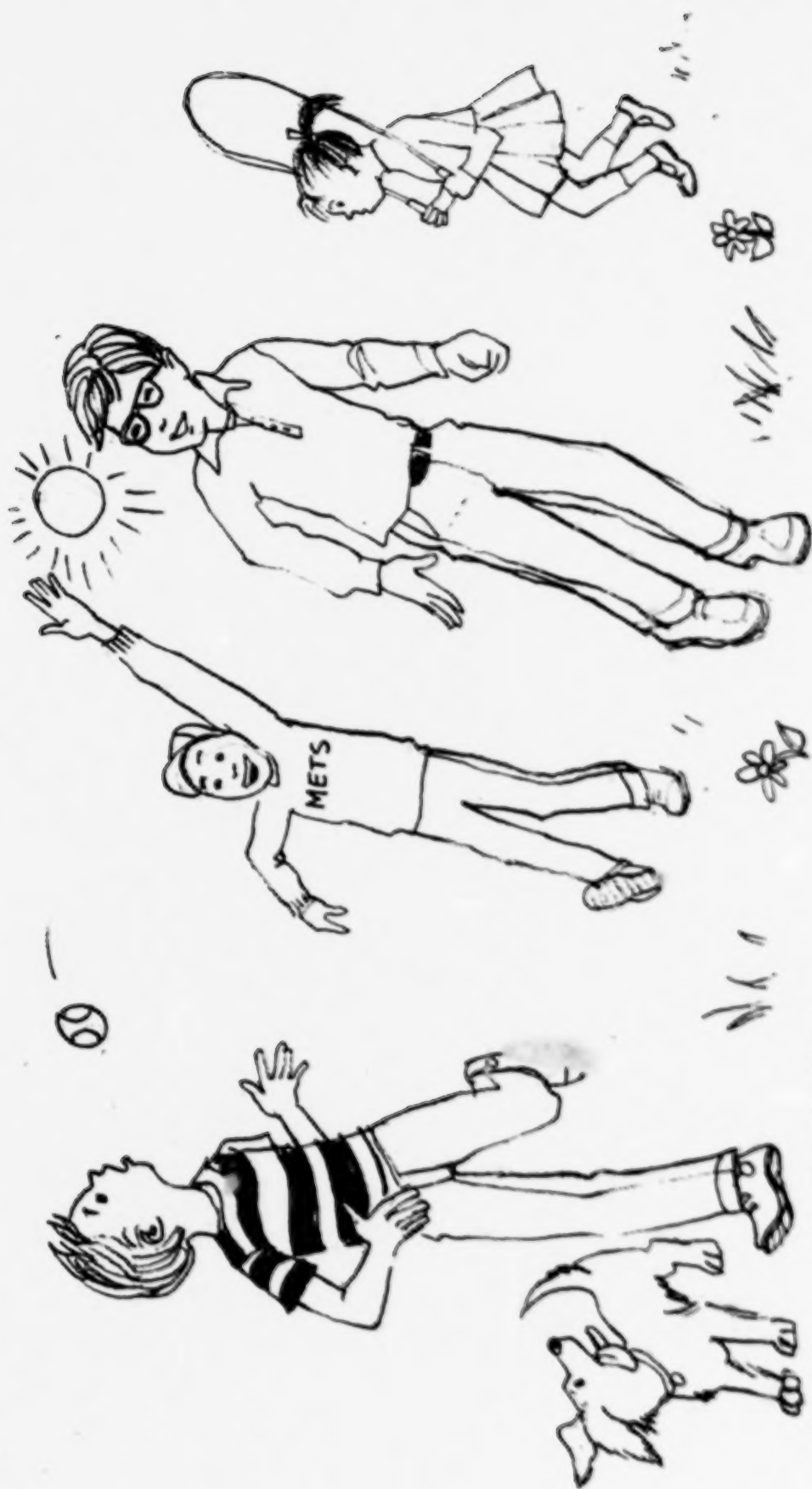
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PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.



STRAND I PHYSICAL HEALTH

HEALTH STATUS.

CONCEPT

TO UNDERSTAND THAT THERE ARE MANY WAYS TO MEASURE THE STATE OF A PERSON'S HEALTH.

Discussion Highlights

When we look at others what do we see? Consider similarities and differences in regard to height, weight, coloring, posture, etc.

What are some of the ways of measuring the functions of various body parts? i.e., eyes, ears, etc.

What are some of the parts of the body that the doctor checks when you go for a visit?

How do we look and feel when we are well? When we are ill?

Activities

Shadow play. (See below)

Make a measuring stick with the children. Keep a record of their growth.

Compare the children's baby pictures with their present day appearance.

Invite the nurse-teacher to the class to discuss the various testing procedures with emphasis on hearing and vision screening.

Resources

Filmstrip

FS 1302 Questions about health.
With record/cassette.

Filmstrip

FS 936 Finding out how you grow.

Record/Cassette

D 161 C 118

Getting to know myself.

Kraus, Ruth

The growing story.

Filmstrip

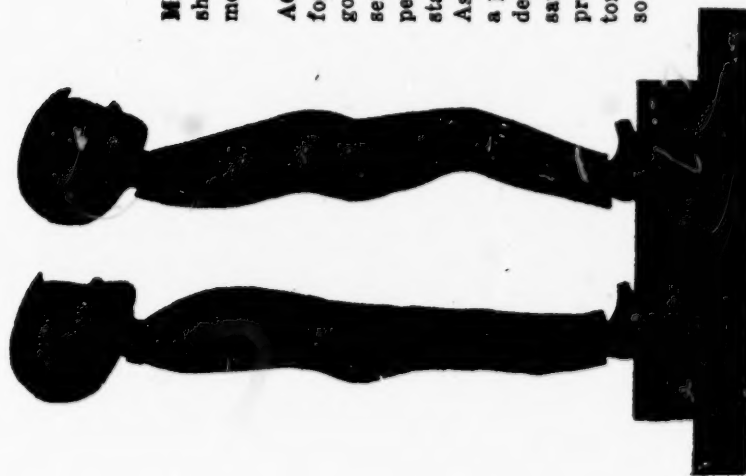
FS 1287 What a doctor sees
when he looks at you.

Lerner, Marguerite

Peter gets the chickenpox.

MATERIALS Shadow screen (a bed sheet may be used), lights and equipment necessary for the demonstration.

ACTIVITY This is an excellent way for children to compare and dramatize good and bad posture. A narrator, chosen by the group, discusses various aspects of maintaining good posture while standing, sitting, walking, and reading. As the narrator discusses each posture, a pupil standing behind the screen will demonstrate poor posture; and at the same time another will demonstrate proper posture. The positions of narrator and shadow-casters can be changed so that all children participate.



NUTRITION

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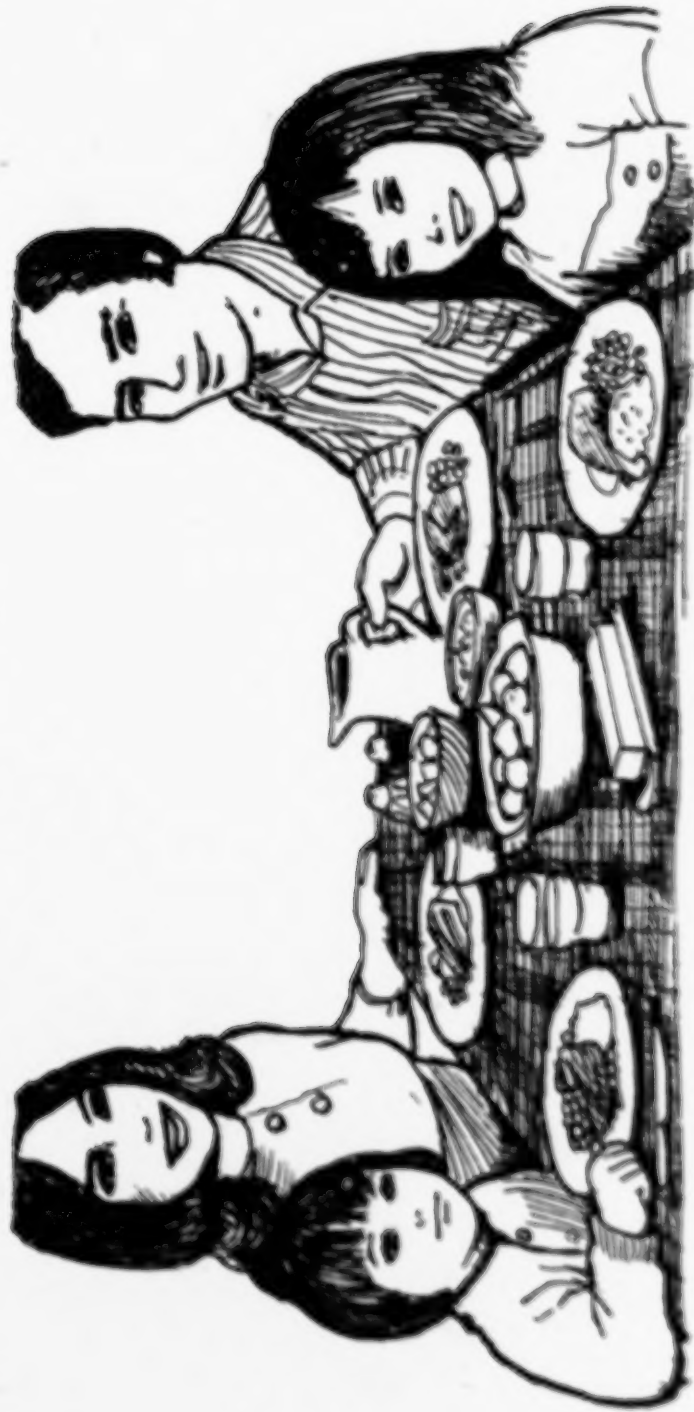
CONCEPT

TO UNDERSTAND THAT CERTAIN FOODS ARE NECESSARY TO MAINTAIN HEALTH.

<u>Discussion Highlight</u>	<u>Activities</u>	<u>Resources</u>
Name the basic four food groups. (1) Meat, fish, and eggs. (2) Milk and cheese. (3) Fruits and vegetables. (4) Bread and cereals.	Make mobiles of the basic four food groups. Have a tasting party including foods from each of the four food groups. Make place mats and cut out pictures of appropriate foods and place on mat.	Transparency TR 134 <u>Basic food groups.</u>
What foods should be included in a good breakfast?	Plan a breakfast party. Use a flannel board with many pictures of foods and have the students arrange a good breakfast.	Filmstrip <u>Alexander's breakfast secret.</u> <u>With record.</u> Available in each school library.
	Have the children make up riddles about foods; i.e., - I have eyes but cannot see, and I wear a brown coat - what am I? Answer - potato.	Picture <u>What we do day by day.</u> Study print 2

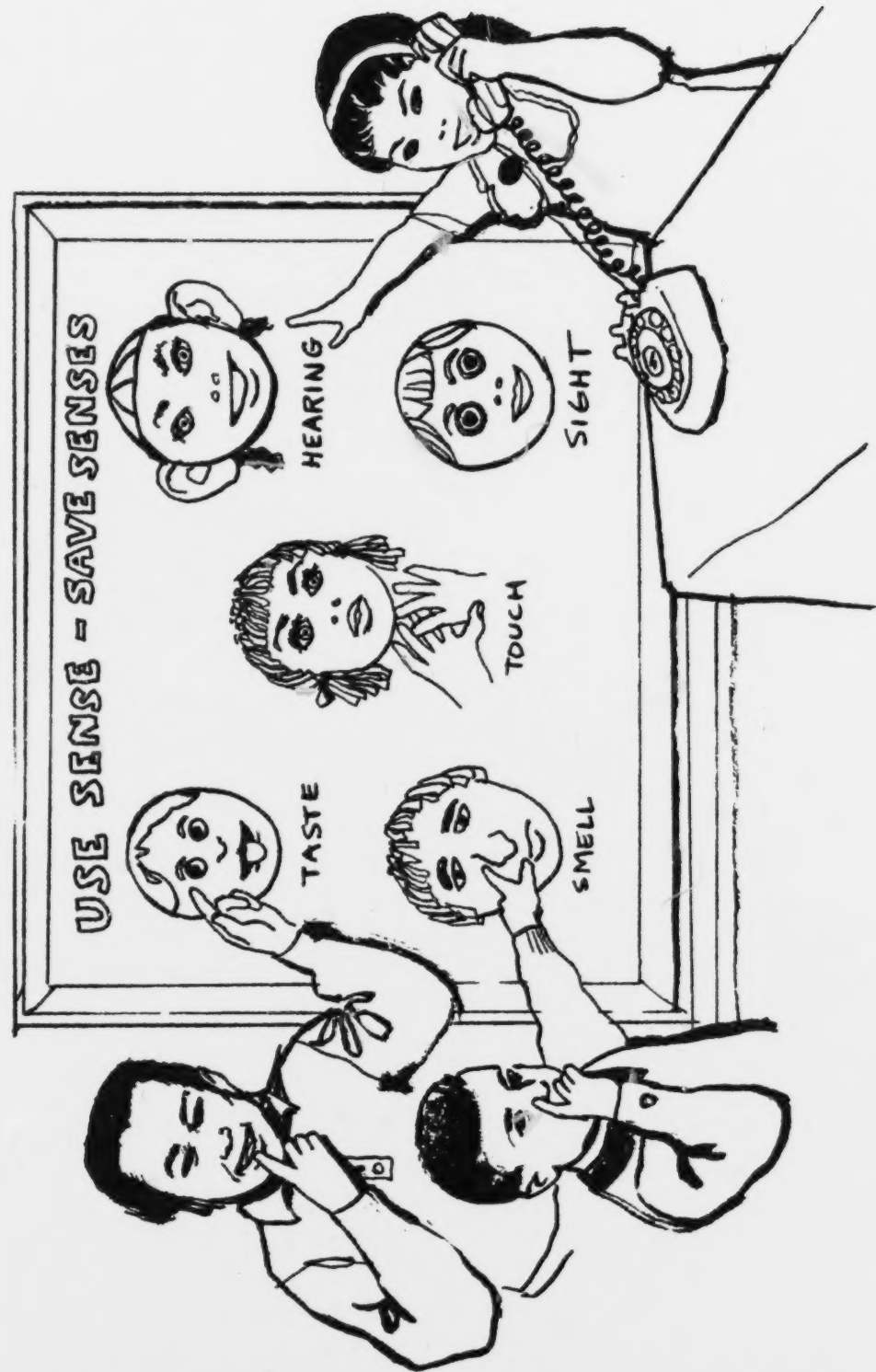
NUTRITION

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SENSORY PERCEPTIONCONCEPTTO UNDERSTAND HOW OUR SENSES HELP US TO FUNCTION.

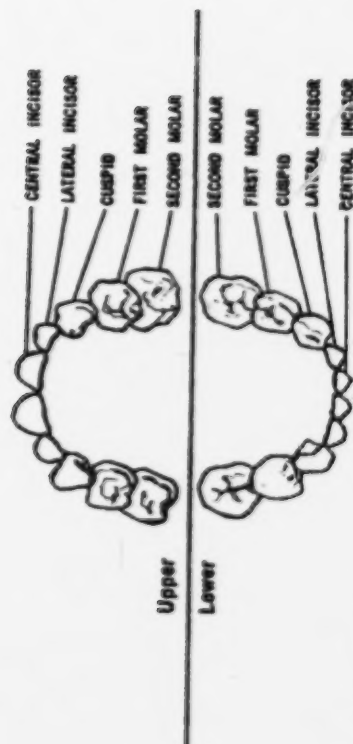
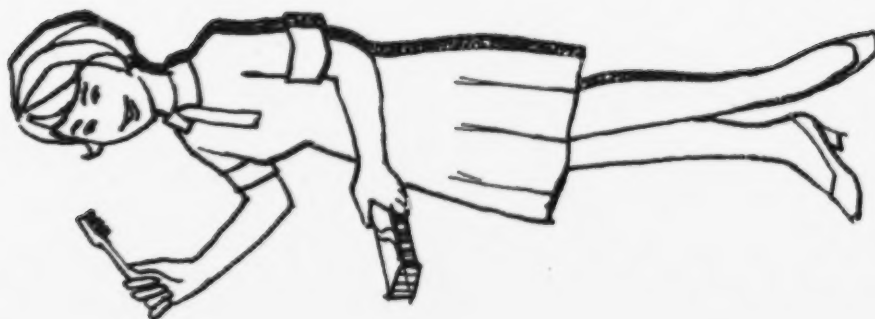
<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
Name the five senses and have the students briefly describe what each one does.	Select pictures of things that make noise, i.e., telephone, train, horn, etc.... Distribute the pictures and have the students make the appropriate sound that goes with the picture.	Aliki <u>My five senses.</u>
What are the sounds that are pleasing to our ears?	Tape sounds and have the students select pictures to go with them.	Brown, Margaret W. <u>The seashore noisy book.</u>
What do we mean by soft sounds? Loud sounds?	Have the children close their eyes and identify different sounds.	
	Blindfold the students and see if they can identify the taste of ice cream, salt, and lemon.	
	Put many different items such as silk, fur, and sand-paper in a bag and have the students try to identify each item through touch only.	Aliki <u>My hands.</u> Showers, Paul <u>Find out by touching.</u>



DENTAL HEALTHCONCEPT

TO UNDERSTAND THAT IT IS NECESSARY TO DEVELOP CERTAIN SKILLS IN ORDER TO
CARE FOR OUR TEETH.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
When and how often should we brush-our teeth?	Invite the nurse-teacher to the class to demonstrate the proper tooth brushing, and swish and swallow technique.	Leaf, Munro <u>Health can be fun.</u>
When do we lose our teeth?		Greene, Carla <u>I want to be a dentist.</u>
When do we get our first permanent molars?	Invite a dentist to visit the class.	Coloring Book <u>Kit goes to the dentist.</u> (Obtain from school nurse-teacher.)
The dentist is a very important friend and community helper.	Make a toothbrushing record chart for home and school.	Filmstrip FS 1181 Michael gets a letter. <u>With record/cassette.</u>
		Picture <u>What we do day by day.</u> Study print 6



APPROXIMATE AGE FOR ERUPTION AND SHEDDING OF PRIMARY TEETH

(Wide variation among children is normal.)

	Eruption	Shedding
Upper		
Central incisor	7½ months	7½ years
Lateral incisor	9 months	8 years
Cuspid	18 months	11½ years
First molar	14 months	10½ years
Second molar	24 months	10½ years
Lower		
Central incisor	6 months	6 years
Lateral incisor	7 months	7 years
Cuspid	16 months	9½ years
First molar	12 months	10 years
Second molar	20 months	11 years



DISEASE PREVENTION AND CONTROL

CONCEPT

TO UNDERSTAND HOW OUR HEALTH STATUS WILL AFFECT OUR WELL-BEING AND THE
WELL-BEING OF THOSE AROUND US.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
Name some of the people who work to keep us well and cure us when we are ill, i.e., doctors, nurses, x-ray technicians, pharmacists, etc.	Bring in pictures of people who work in the health field.	'Greene, Carla <u>Doctors and nurses: what do they do?</u>
What are some of the ways we can prevent ourselves and others from getting colds? Include handwashing, covering mouth when we cough, carrying tissues and using them properly.	Invite the nurse-teacher to the class to discuss proper nose blowing technique and the proper disposal of tissues. Make pictures illustrating ways of preventing the spread of colds.	Greene, Carla <u>I want to be a doctor.</u> Filmstrip NS 1310 <u>Learning about neatness.</u> With record/cassette.





STRAND II SOCIOLOGICAL HEALTH PROBLEMS

DRUG EDUCATIONCONCEPT

TO UNDERSTAND AND APPRECIATE THE ROLE OF THE DOCTOR. HE HELPS TO KEEP US WELL AND MAY PREVENT MEDICINE WHEN WE ARE ILL.

Discussion Highlights

How does the doctor help to keep us well?

Immunizations
Regular check-ups

What are some things he might do when we are ill?

Examine us
Prescribe medicine
Advise rest in bed

Activities

Form a "magic circle" and allow the free flow of thoughts as to feelings about doctors and illness.

Role play doctor and patient and have student demonstrate "where does it hurt?"

Dramatize a visit to the doctor.

Write an experience story about a visit to the nurse or doctor.

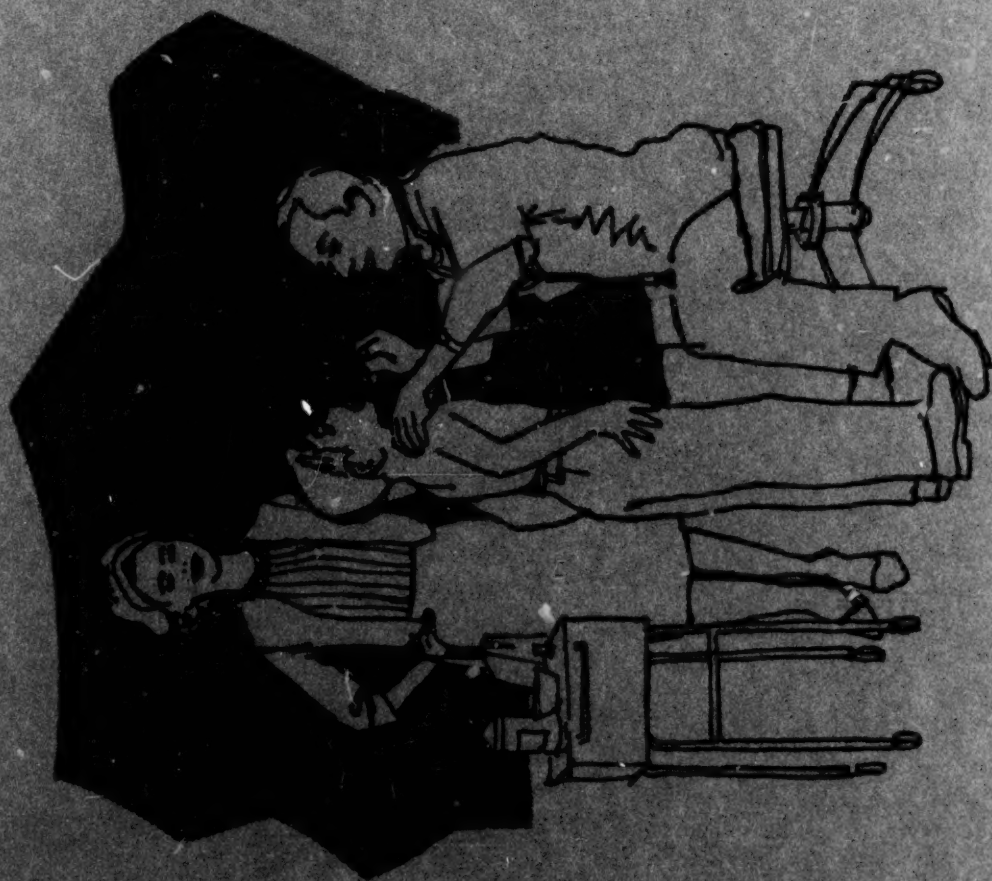
Resources

Filmstrip
FS 1201 Helpful medicines.
With record/cassette.

Filmstrip
FS 1312 Drugs, poisons and little children.
With record/cassette.

Cassette
C 96 Drugs and our lives - Jimmy.

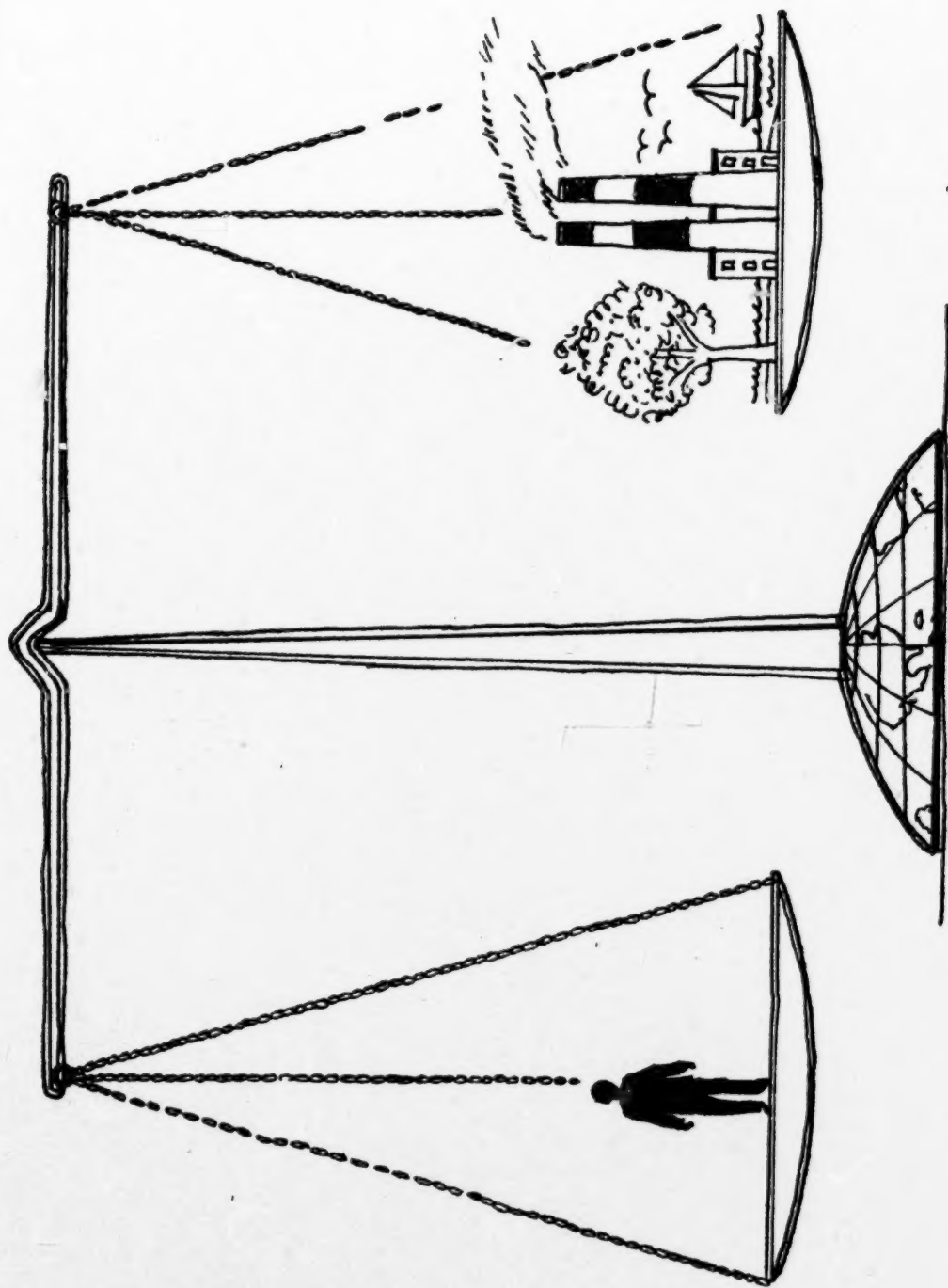






SEE FAMILY LIFE CURRICULUM GUIDE





STRAND IV ENVIRONMENTAL AND COMMUNITY HEALTH

ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT

TO UNDERSTAND THAT THE ENVIRONMENT CONSISTS OF THE HOME, SCHOOL AND NEIGHBORHOOD
AND THAT THE INDIVIDUAL IS RESPONSIBLE FOR ITS CONDITION.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
What responsibilities can children accept in: the home the school the neighborhood	Make a Busy Bee Board with assignments for areas of responsibility for classroom clean-up. Tour the school building and point out areas that students could be of service in keeping a clean environment, i.e., picking up paper on the floor.	

CONSUMER HEALTHCONCEPTTO EXPLORE WITH STUDENTS THEIR ROLES AS CONSUMERS: SELECTORS AND USERS OF GOODS.Discussion Highlights

Who does the buying of food, clothing, and furnishings in your home?

Did you ever have a chance to buy something with your own money?

Have you ever had a chance to select an item for purchase?

When you pay money for something do you always get something you can touch or hold? Discussion should include visits to doctor, movies, etc.

Activities

Visit a supermarket. This should be correlated with the unit on Nutrition - Strand I. Points of emphasis on the field trip should include:

- A. How edible and non-edible foods are arranged.
- B. Different types of packaging, i. e., boxes, cans, bottles - breakable and non-breakable, sizes of package.
- C. Contents on labels - especially warnings on labels.

Play store.

Resources

Bendick, Jeanne
First book of supermarkets.

Picture

What we do day by day.
Study print 9

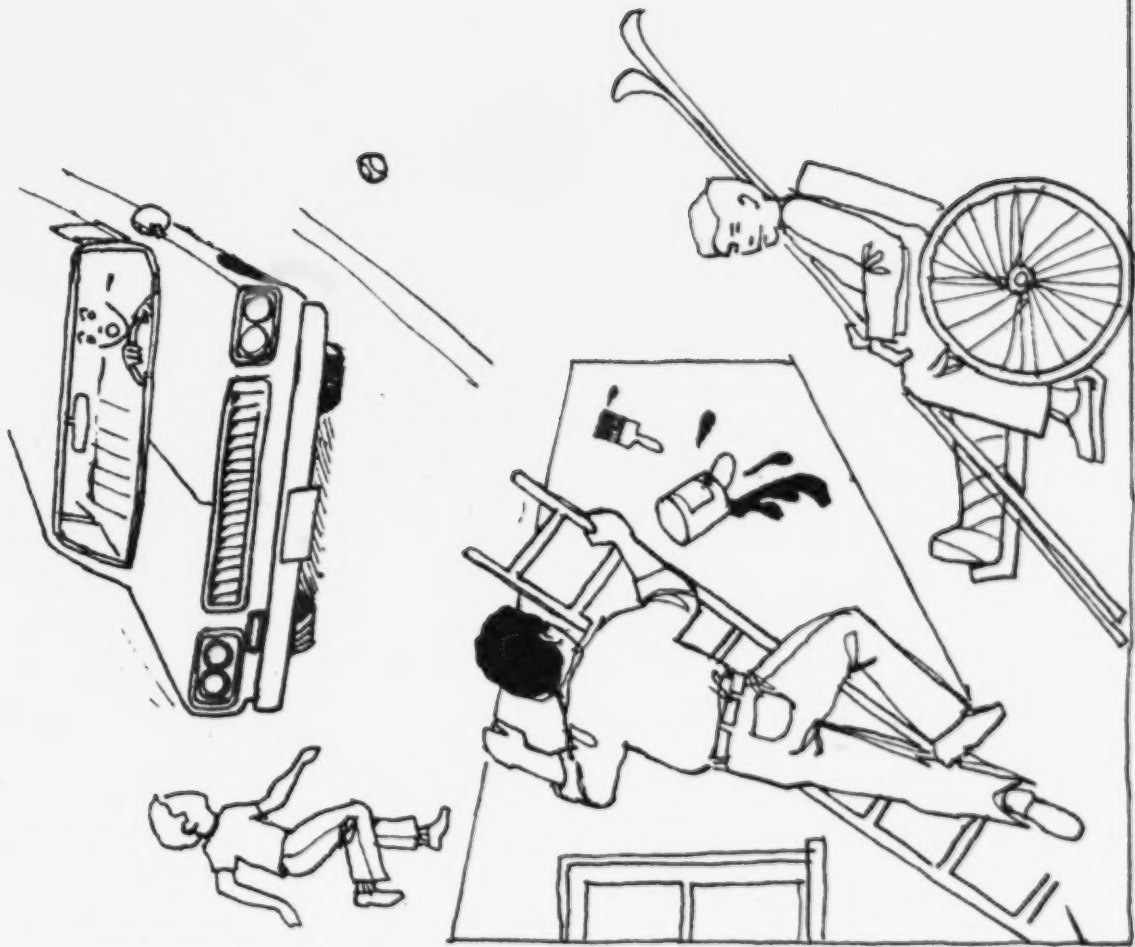


WORLD HEALTHCONCEPT

TO UNDERSTAND THE ROLE OF THE AMERICAN STUDENT IN HELPING OTHER CHILDREN
IN THE WORLD

USE THE UNICEF FILM (SHOWN AT HALLOWEEN)
AS A VEHICLE FOR DISCUSSION WITH STUDENTS
AS TO HOW THEY CAN HELP OTHER CHILDREN
THROUGHOUT THE WORLD.





SAFETY

CONCEPT

TO UNDERSTAND WHAT THE INDIVIDUAL'S ROLE IS IN PROVIDING FOR A SAFE ENVIRONMENT.

Discussion Highlights

Fire: To illustrate the importance of the fireman and his role as a community helper. The local fire department is equipped to control fires.

Have the fire truck visit the school and have the fireman speak to the students. Ask the fireman to place emphasis on his role as a community helper.
(This can be arranged by contacting the Syosset Fire Department.)

Resources

Fisher, Leonard
Pumpers, bollers, hooks and ladders.

Gramatky, Hardy
Hercules.

Lenski, Lola
The little fire engine

Miner, Irene
True book of policemen and firemen.

Water: Make students aware of the role of the lifeguard. Why would there be fewer accidents if people followed the rules and obeyed the lifeguard?

Take a field trip to the Syosset-Woodbury Community Pool. (This can be arranged after May 30 - contact school nurse-teacher.)

Distribute and discuss flyer - "Have Fun In A Pool" available from nurse-teacher.

Zafto, George
The big book of real fire engines.

Environment: Make students aware of home safety procedures: picking up toys, cautious use of electrical outlets, careful use of plastic bags (never place over head).

Have students devise their own home safety check list.

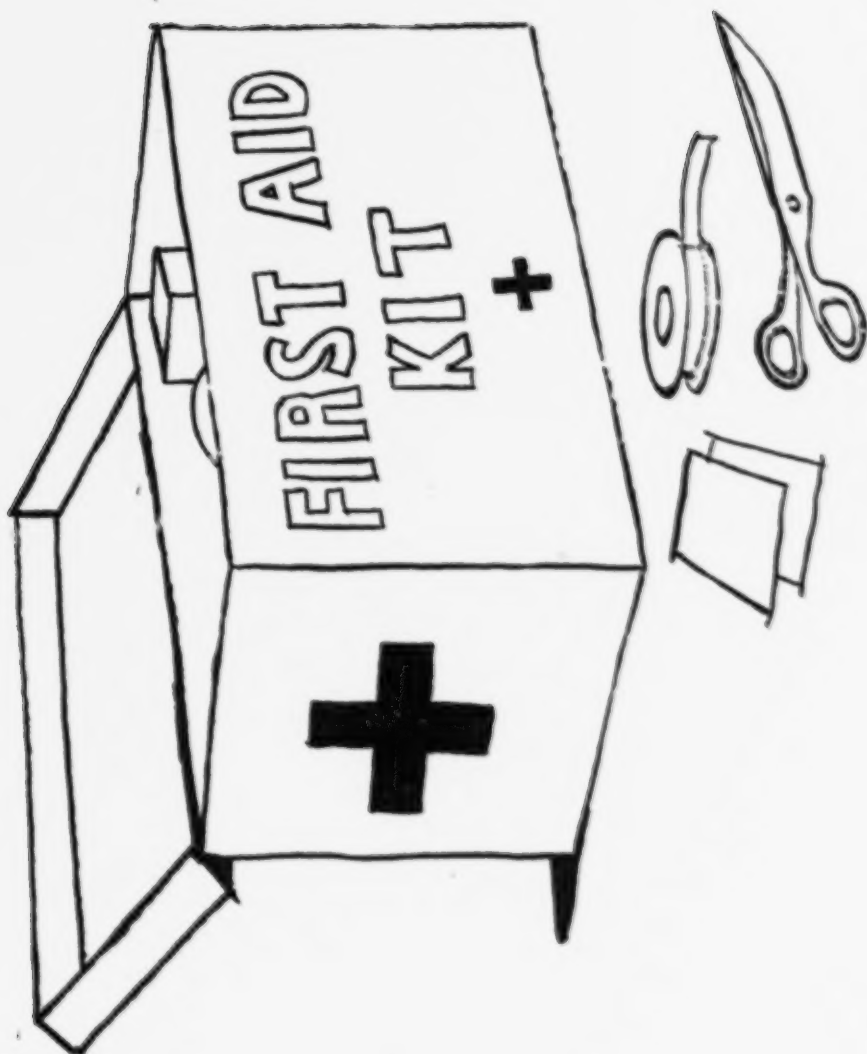
Leaf, Munro
Manners can be fun.

Make students aware of playground safety procedures: respecting the rights of others by never pushing, throwing objects, hitting, and proper use of playground equipment. (see-saw, swing, etc.)

Bus Drill: As a matter of policy, teachers will be asked to participate in a bus safety program each year at each grade level.

FIRST AIDCONCEPTTO MAKE STUDENTS AWARE OF WHAT IS MEANT BY FIRST AID.

<u>Discussion Highlights</u>	<u>Activities</u>	<u>Resources</u>
How a knowledge of first aid prepares children to handle emergency situations if the need arises.	As an art activity, children can draw a picture of whom they should go to for first aid when injured, i.e., mother, teacher, and nurse.	Wolff, Angelika <u>Mom! I broke my arm.</u>
What is the meaning of the term "first aid"?		
Certain treatments are required for different types of injuries.	Demonstrate different types of first aid, i.e., pressure to stop bleeding, ice for swelling, cleansing and bandage for abrasion.	





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 Gramatky, Hardie. Hercules. Putnam, 1940.
 Greene, Carla. Doctors and nurses: what do they do? Harper, 1963.
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 Miner, Irene. The true book of policemen and firemen. Childrens, 1954.
 Showers, Paul. Find out by touching. Crowell, 1961.
 Wolff, Angelika. Mom! I broke my arm. Lion, 1969.

TEACHER REFERENCE

- American National Red Cross. First aid textbook. Doubleday, 1957.

AUDIO-VISUAL MATERIALS

FILMSTRIPS

Alexander's breakfast secret. With record. Instructional Dynamics, n.d. Film available in all school libraries.

FS 1312

Drugs, poisons and little children.

With record/cassette. Bear Films, 1971.

FS 936

Finding out how you grow.

Society for Visual Education, 1959.

FS 1201

Helpful medicines. With record/cassette. Cathedral Films, 1971.

FS 1310

Learning about neatness. With record/cassette. Encyclopaedia Britannica Educational Corp., 1968.

FS 1181

Michael gets a letter. With record/cassette. U. S. Dept. Health, Education, Welfare, n.d.

FS 1302

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FS 1287

What a doctor sees when he looks at you. Troll, 1968.

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C 96

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D 161

Getting to know myself. Hap Palmer Records, 1972.

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TR 134

Basic food groups. Millikin, 1969.

PICTURES

What we do day by day. National Dairy Council, 1962. Available in all school libraries.

Study Print 2

Study Print 6

Study Print 9

COLORING BOOK

Kit goes to the dentist. New York State Department of Health, 1962.